

Awsworth School House Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Awsworth School House Day Nursery was registered in 2000 and re-registered with its current proprietor in 2007. It operates from a single-storey converted school in the village of Awsworth, Nottinghamshire; serving the village and neighbouring communities. A maximum of 68 children may attend the nursery at any one time. The nursery is open each weekday from 7am until 6.30pm for 51 weeks of the year. The nursery offers full day care, including the provision of out of school care. All children share access to a secure enclosed outdoor play area.

There are currently 85 children on roll. The nursery makes provision for children with special educational needs and/or disabilities and for children who speak English as an additional language. The nursery employs 18 members of staff, all of whom hold relevant early years qualifications. The Director of the nursery holds the Early Years Professional Status. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a welcoming and inclusive environment. They are provided with a wide range of interesting and age-appropriate activities that help them to make good progress in their learning and development. Staff have developed fully supportive relationships with parents to ensure children's individual needs are understood and purposefully met. Effective arrangements are in place to promote children's health and safety and all aspects of documentation are successfully maintained. The staff are aware of the setting's strengths and areas for development and have developed effective systems for self-evaluation and monitoring progress.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the organisation of the learning environment to ensure the storage of resources fully supports children's access and promotes their independence and self-selection
- ensure all activities are well extended to encourage children's interest and help them develop further their own play ideas.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All staff are fully aware of their child protection responsibilities and designated staff are trained effectively. Effective recruitment and selection procedures ensure that all staff are vetted thoroughly for

their suitability to work with young children. Risk assessments are in place and, along with vigilantly undertaken daily checks, these contribute effectively to the safety of children. Detailed records, policies and procedures, which are required for the safe management of the provision, are all in place and provide a robust framework for the care of children.

The staff team work hard and demonstrate high levels of commitment to the provision. They are flexible and deploy themselves effectively to ensure that children are well supervised and supported throughout each session. They attend regular short courses to keep abreast of good childcare practices. Toys and resources are of good quality, however, they are not always utilised as well as they might be to support children's independent learning or to ensure continuous challenge is offered. Effective key worker systems ensure all children's individual needs are met consistently well met. The staff team continually reflect upon their practice and staff meetings are used effectively as a forum to identify potential areas for improvement. This helps the management team identify clear priorities for development.

Staff have developed fully supportive relationships with parents and work robustly with them and other childcare professionals to ensure the best interests of the children. They gather and exchange clear information to ensure children's individual needs are continually well met. This ensures that each child's needs are fully understood and helps staff to meet their personal learning and development. Excellent opportunities are provided for parents to share starting points and input into the monitoring of their own child's development. For example, detailed newsletters are regularly sent home which clearly outline monthly planning and detail the related learning intentions. They also offer excellent advice on how parents can support their children's learning at home. Successful procedures are also in place with other settings that children go on to attend, which supports a smooth transition and continuity of care and learning for all children.

The quality and standards of the early years provision and outcomes for children

Children play together harmoniously as they explore their environment. A balanced programme of activities is provided by staff, and children are establishing a sound basis to develop future skills. For example, they begin to use number names in simple action songs, count bricks as they build and show growing practical awareness of phonics as they sing rhymes. Children are showing interest in letters that form their name and enjoy both looking at books independently and being read to by staff. Children are confident and relaxed in the presence of all staff. This is evident as they involve staff in their creative and imaginative play. For example, when involved in art and craft activities, they paint staff members' hands and watch the prints these leave on paper.

Staff observe and assess children during their play and routines. They maintain written and photographic records of what individual children are doing. From this, they successfully identify children's interests and plot their progress through the six areas of learning. Next steps are clearly identified; therefore, children's progression

is effectively supported.

Staff implement a range of positive methods to help children understand what is appropriate behaviour. They use clear explanations, are consistent and offer encouragement and praise. Consequently, children know what is expected of them and behave well. They take turns when playing with their toys or using the computer and they are beginning to understand how their behaviour affects others by being kind and helpful.

Children of all ages experiment with different materials and media. Babies develop confidence and a desire to explore as they take part in messy play activities, such as painting. Older children explore their own ideas as they create their own pictures and designs. Staff's purposeful interactions help to encourage children to question and to develop their language for communication. Children stay healthy as they enjoy healthy and nutritious meals and because they benefit from regular opportunities for physical activity. For example, children in the pre-school room enjoy joining in the actions and dancing as they watch a music-based television programme, while children in other areas of the nursery have good access to suitable equipment to encourage their physical strength and skills.

Staff encourage children to understand the importance of personal hygiene, for example, washing their hands after using the toilet and before eating their meal. The children respond positively to staff, who teach children about safety during play and daily routines. For example, staff give gentle reminders to children regarding the need to walk and not run when indoors.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met